DOCUMENT RESUME

ED 243 742 SO 015 551

TITLE Fifth Grade. History-Social Science: A Brief Curriculum Guide.
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Calif.
PUB DATE 82
NOTE 25p.; Excerpted from "History-Social Science Curriculum Guide K-6." For related documents, see SO 015 546-552. The resource list may not reproduce clearly.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS American Indians; Behavioral Objectives; Colonial History (United States); Concept Teaching; Curriculum Development; Curriculum Guides; Democratic Values; Federal State Relationship; Geography; Grade 5; History Instruction; Intermediate Grades; Leaders; Learning Activities; Resource Materials; Revolutionary War (United States); Sequential Approach; Skill Development; Social Sciences; *Social Studies; *United States History
IDENTIFIERS *California; Pioneer Life

ABSTRACT

This handbook outlines the grade 5 course entitled "People of a Nation: The United States." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the fifth grade level. Topics covered include California as part of the United States, geography of the United States, the American people, American Indians, explorers and settlers, the Founding Fathers, and American leaders. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Claude W. Richardson

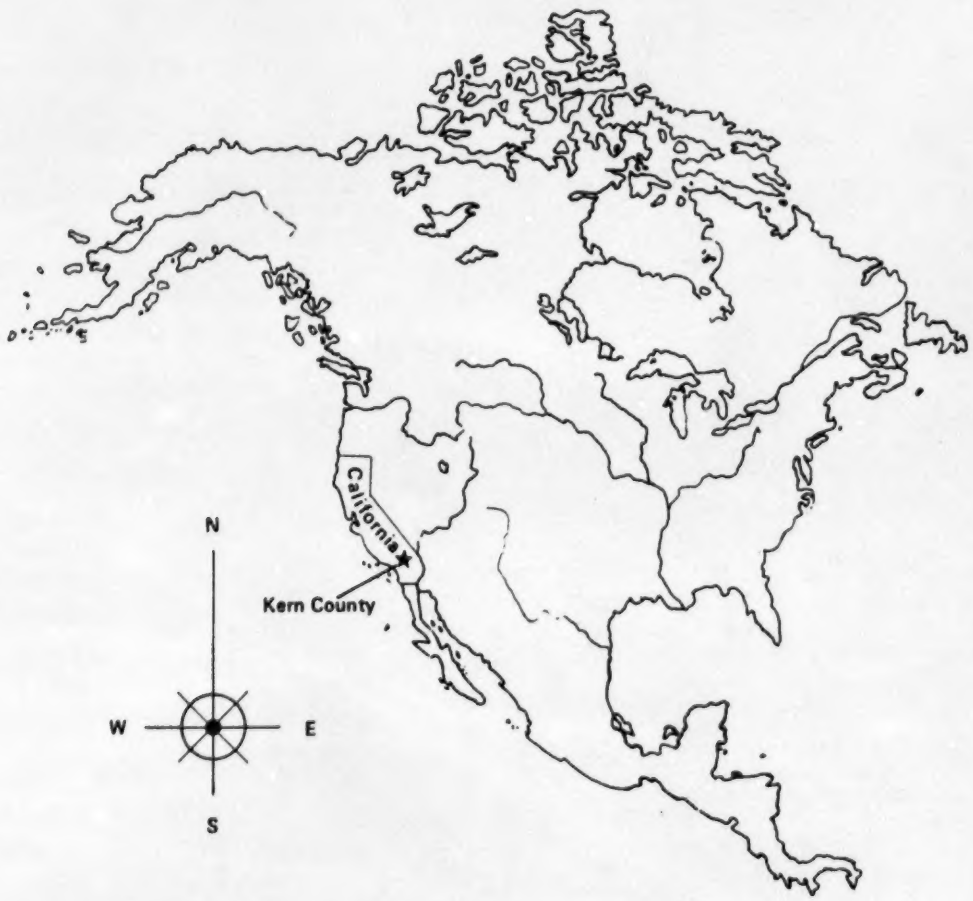
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

FIFTH GRADE

# HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*

ED243742




*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SO 015 551

TABLE OF CONTENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE EDUCATION IN CALIFORNIA.....i

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM.....1
Major Goals Shown in Chart Form.....2

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6.....3
Areas of Study K-12 Illustrated.....4

CURRICULUM FOR GRADE FIVE -
The People of a Nation: The United States of America

Topics of Instruction.....5
Concepts.....6
Skills: Study/Critical Thinking/Interpersonal.....6
Suggested Learning Activities.....7
Media Resources.....10
An Overview of Content in Grades 7-8.....12

AN OVERVIEW OF CURRICULUM FOR GRADE SEVEN - The Changing World.....13

AN OVERVIEW OF CURRICULUM FOR GRADE EIGHT - The American Experience...15

APPENDIX A

Education Code Requirements Affecting History and
Social Science Instruction.....16

APPENDIX B

Education Code Sections Requiring the
Observance of Special Events.....18

ACKNOWLEDGEMENTS

## *PHILOSOPHY OF HISTORY-SOCIAL SCIENCE*

## *EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

---

*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

## *MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM*

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

*Knowledge*

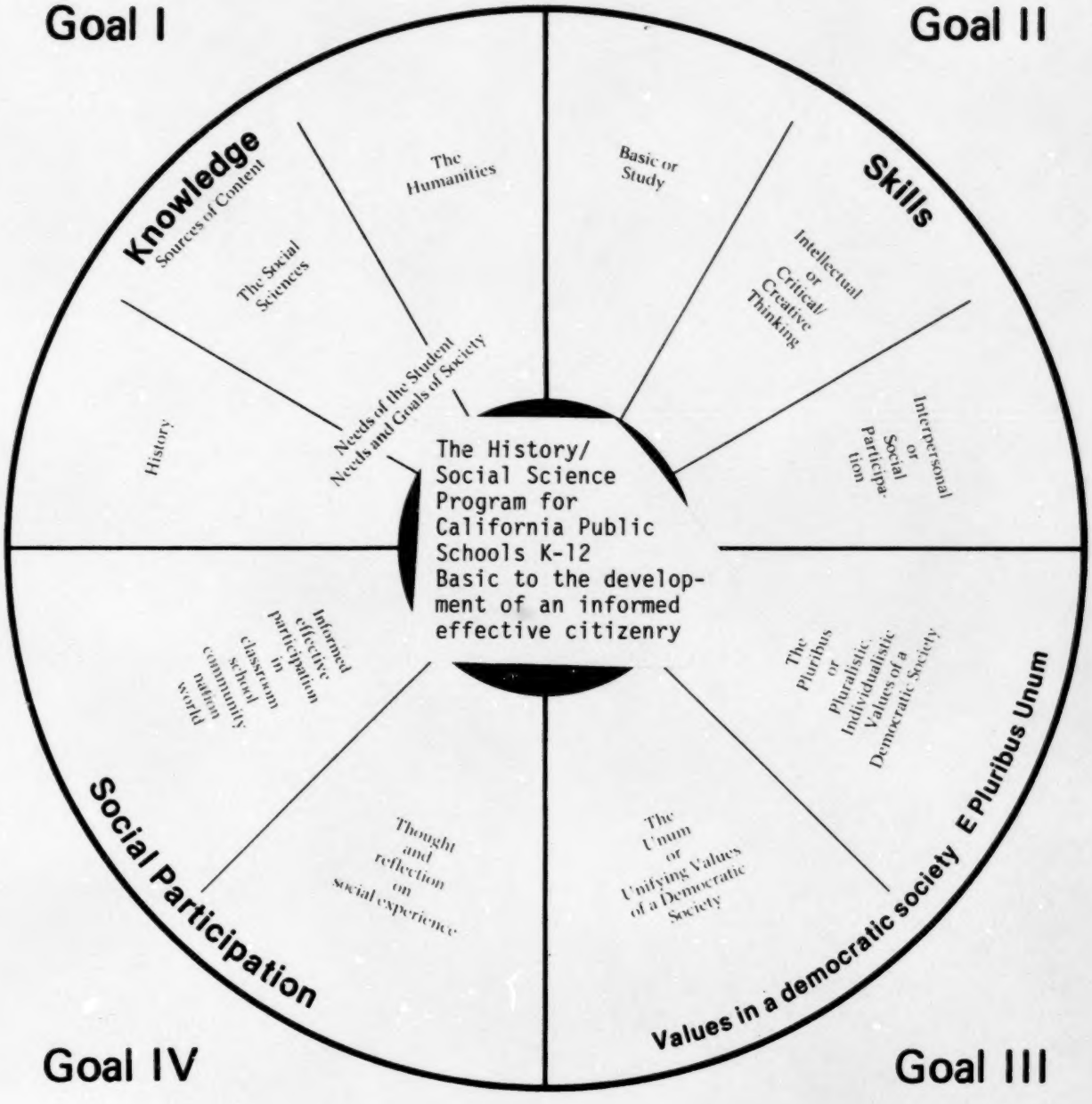
*Skills*

*Values*

*Social Participation*

Those goals are illustrated in the circular chart shown on page 2.

## *MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM*


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Needs of the Student
Needs and Goals of Society
Basic or Study
Skills
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
The History/ Social Science Program for California Public Schools K-12 Basic to the development of an informed effective citizenry
Informed effective participation in classroom school community nation world
Thought and reflection on social experience
The Unum or Unifying Values of a Democratic Society
The Pluribus or Pluralistic Individualistic Values of a Democratic Society
Social Participation
E Pluribus Unum
Values in a democratic society
Goal IV
Goal III

## K-12 SCOPE AND SEQUENCE

### An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

| Grade Level | Major Focus |
|---|---|
| **KINDERGARTEN:** Myself And Others In My World | Learning about the physical/social/emotional dimensions of self and others. |
| **GRADE 1:** People At Home And At School | Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives. |
| **GRADE 2:** People As Members of Groups | Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making. |
| **GRADE 3:** People As Members of Communities | Understanding the nature of communities and how people make communities function. |
| **GRADE 4:** People of A Region: California | Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world. |
| **GRADE 5:** People of A Nation: The United States | Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life. |
| **GRADE 6:** Our World, Its Diverse Peoples And Their Societies | Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.) |

# Areas of Study:
## Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

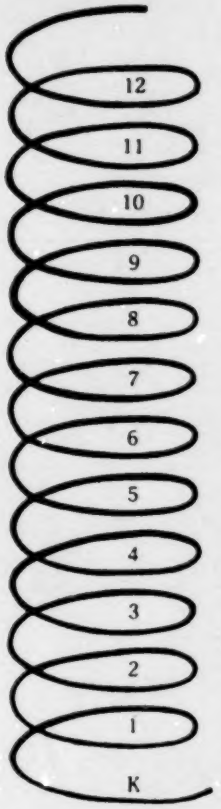
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD




Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

## *HISTORY-SOCIAL SCIENCE IN GRADE FIVE*

Topics of Instruction, Concepts, Skills, Suggested Learning Activities and Media Resources for Grade Five.

| From: | *FOCUS IN:* GRADE FIVE | To: |
|---|---|---|
| Grade Four Focus: The People of a Region: California | The People of a Nation: The United States of America | Grade 6 Focus: Our World, Its Diverse Peoples and Their Societies |

**GRADE FIVE** - The People of a Nation: The United States of America

*In grade five, students learn about the geography of the United States, and they are introduced to its rich history. The emphasis should be on people, focusing on the many and diverse individuals and groups who have help shape our nation. The contributions which men, women, and groups of various kinds have made to the political, economic, social, and cultural life of the United States should be highlighted.*

**TOPICS OF INSTRUCTION:**

1. Our State is a part of the United States. (Note: a brief review of major theme or focus of instruction in grade four.)

2. The land we call the United States. Where is it? How is it divided into regions, states, communities? What are its major landforms, physical features, natural resources, major industries, current environmental concerns? (Includes map skills.)

3. We, the people of the United States, today. Who are we? Where do we live? What kinds of work do we do? How do we communicate with one another? What are some important ideas/values in which we as a people believe? How do we participate as citizens of our nation, state, communities?

4. The first Americans: peoples of yesterday. When/how did the first Americans come to this continent? Into what groups were they divided? Where/how did those groups live? Who were their leaders? What were the major accomplishments/contributions of the various groups? When/how did the first Americans come into contact with the Europeans and Africans who came to explore/settle in America?

5. Explorers and settlers in America-North, South, East and West.

6. Founders of our nation.

7. People who have helped our nation meet its major challenges, respond to changes, and grow politically, economically, socially, and culturally over the years.

**CONCEPTS:**

The following concepts to be introduced or reinforced and extended in grade five flow from or are allied to the topics for instruction. Not only should students in grade five be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but students should be encouraged to incorporate them into their working vocabularies and to evidence their comprehension of these concepts in other ways as well.

| | | |
|---|---|---|
| Discovery | Challenge/change | Labor/management |
| Exploration | Patriot/patriotism | Business/commerce |
| Colony/colonization | Indentured servant | Industry/industrial |
| Independence | Slavery | Facts/evidence |
| Revolution | Opportunity | Biography/autobiography |
| Government | Equality | Landforms |
| Nation | Justice | Physical features |
| Constitution | Resources-Natural | Topography |
| Bill of Rights | and human | Heritage |
| Rights/Responsibilities | Immigration/migration | Beauty |
| Liberty/freedom | Invention/progress | |
| Founders | Transportation/communication | |

**SKILLS:**

At each grade level skills drawn from the three major categories shown below are to be introduced or reinforced and extended. The following list of skills appropriate for grade five is not exhaustive. It is an illustrative listing, but the skills identified here are to be included as objects of explicit, direct instruction in grade five.

A. *Basic or Study Skills: Students in Grade Five should learn to:*

- Construct/interpret a simple statistical table.
- Prepare/interpret a simple timeline.
- Locate the United States on world political/physical maps.
- Identify major landforms, cities, own and neighboring states on a map of the United States.
- Research, prepare, and deliver an oral report on a significant person, group, or event in American history.
- Identify author's motive or purpose.
- Use reference books in school/public library to study a topic.
- Prepare an outline of information from one reference book.
- Write descriptive and/or expository paragraphs or reports.
- Use a simple statistical table as a source of information and then prepare a simple graph or chart showing the composition of the population of the United States at some given period of time.

- Rank order the present states of the United States in terms of some selected criteria (i.e., size, population, date of entry into the Union, etc.)
- Prepare and use a simple bibliography.

B. *Intellectual or Critical/Creative Thinking Skills: Students in Grade Five should learn to:*

- Report on a significant event in the life of the peoples of the United States today on the basis of information gained from two or more sources (i.e., television, newspaper, report in a periodical.)
- Given an outline map of the United States, locate the major cities of the nation and hypothesize about the reasons for their respective locations.
- Consult two or more maps to gather information about the same area (i.e., physical and political maps or climate and population maps).
- Identify on a globe and a map of the world the location of the United States and the State of California.
- Devise an alternate way of presenting information obtained from reading or listening (i.e., prepare a chart, make a diorama, present a dramatization, etc.)
- Explain and support ideas effectively during discussions.
- Take part in an informal debate.
- Imagine one's self in the role of an historic personage and describe how she/he felt, what he/she believed, etc.

C. *Interpersonal or Social Participation Skills: Students in Grade Five should learn to:*

- Utilize community resources to obtain information by visiting the public library, museums, art galleries, etc., and/or by interacting with appropriate persons who man those resource institutions.
- Participate in a play, choral reading, musical program presented to others in own classroom, to students in lower grades or in a school assembly.
- Plan/execute a program of music, dance, art costume illustrative of the history of the United States at a given period of time.
- Interview a member of his/her own family to find out about the kinds of economic, social, cultural, or political contributions his/her family has made to the growth and development of the United States.
- Assume responsibilities of varying kinds in small group situations.

**SUGGESTED LEARNING ACTIVITIES:**

The activities listed here were suggested by experienced teachers of grade five to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities suggested here are appropriate to the history-social science topics to be studied in grade five. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. Use a map of California to assess/review students' understanding of geographical terms/landforms which were part of the fourth grade curriculum.

2. Using a map of the United States, let student practice using scale of miles, symbols, longitude and latitude.

3. Mount a United States map on heavy cardboard. Cut into jigsaw pieces along state lines. Time each child as she/he puts the puzzle together, thus encouraging them to learn the shapes and locations of the fifty states.

4. Play a "Where am I?" game by letting one student give clues to the state in which she/he supposedly is. Let the rest of the students guess. In that way, encourage students to become familiar with the state capitals, major landforms, general location of states, etc. This game also could be used to let students guess in which city or on which body of water another student supposedly was.

5. As a class project, create a three dimensional map of the United States showing major landforms, river systems.

6. Let students do some research on the origins of the names of various places in the United States. Ask a librarian to suggest some of the many books on place names which students could use. Suggest that students also use an encyclopedia and other sources. Then hold discussion in class of what generalizations can be made about the various sources for place names in America. Students will discover that many places in America have Indian, Spanish, French, German, Chinese, Hebrew, and Arabic names. Others, they will learn, are named for events that happened in that locale. Still others are named for persons important in the history of that particular community or state.

7. Let students develop pictorial timelines for various periods in American history.

8. Create a class newspaper that supposedly was written at some time in the past. For example, students could write a newspaper appropriate to the time of the American Revolution or the Civil War, etc. Let the sections of the newspaper-contributed by different students-reflect political news, editorials, weather, recipes, want-ads, etc. In other words, let the newspapers give the feel of life as it was lived by the people of that time.

9. Let the students prepare/present an original historical drama based on the life of a famous American, the saga of an ethnic group, or an important event or turning point in the nation's history. Invite parents, other students to the presentation. Offer to put it on for a convalescent hospital or retirement home or another class in the school.

10. Let each student select one state as a project for special research. The student could read about the state in an encyclopedia and in other books in the library. Then the student could compose/send a letter to the state's department of tourism to request further information/brochures. The students could present oral and written reports of their findings, using maps of the state.

11. Let students prepare a mural identifying the major periods of United States history covered in the fifth grade. For example, one group of students could work together to depict Asians migrating to America via the land bridge, another could illustrate the American Revolution. Still others could show the arrival of De Anza in San Francisco on July 4, 1776. Using events, students could draw pictures of the westward expansion, more recent events, etc.

12. Because the curriculum of the fifth grade focuses on the people of the United States, biographical studies should be emphasized. Students should be given many opportunities for learning about women and members of the nation's many minority groups, as well as about men. There are many and varied ways in which fifth graders can learn about the people of the United States. Here are some suggestions:

    - Show a film/filmstrip about an historical figure.

    - Ask each child to read a biography about a person in whom he/she is especially interested. Then ask each student to consult a second reference such as an encyclopedia or a short biography selected from a book of collected biographies. Using at least two references, the student then should prepare an outline or write a brief summary of the person's life, plan and present an oral report and dress in the style of the person researched.

    - Ask each student to draw a series of four or five pictures which depict the important events in the life of some historical figure. The pictures need not be elaborate. Students could use stick figures, for example.

    - Create a diorama of a significant incident in the life of an historically important person.

    - Play a "Who Am I" game. Let each student write clues which his/her classmates can use to identify the historical figure.

    - Dramatize an important event in the life of an historical personage. Students could write the script or they could select one from the many historical plays available in school or public libraries and dramatize it.

13. To reinforce the fact that we are a nation of immigrants, ask children to interview their parents, grandparents to find out when, from where, how, and why their ancestors first came to this country. Ask each student to locate on a world map the places from which his/her ancestors came.

14. The teacher should introduce songs/dances popular in various times in American history. The teacher could describe the context or give the history of their development, then the children can be taught to perform/enjoy them.

    - Here are some suggestions:

      Patriotic Songs ("Star Spangled Banner", "America the Beautiful", "God Bless America", "Over There", "This Land is Your Land", "This is My Country", "Yankee Doodle", "Dixie", "When Johnnie Comes Marching Home Again", "The Battle Hymn of the Republic", etc.)

Regional and Folk Songs ("Down in the Valley", "Erie Canal", "On Top of Old Smokey", "John Henry", "Swing Low Sweet Chariot", "Oh Susanna", etc.)

Dances (Texas Star, O Johnny, Wabash Cannonball, Virginia Reel, etc.)

For other suggestions see the list of records available from the Kern County Superintendent of Schools Office Audio-Visual Department in the Media Resources section of this guide.

15. Have students make a collage using magazine pictures representing the peoples of this nation. For example, students might make a collage of famous women or one showing the children of this nation. They might make a collage which would represent the many races/nationalities represented in our population. Alternatively, they might prepare a collage which represents the kinds of work which men and women have done or are doing. The students also could prepare a collage of all the presidents of the United States.

16. Using any daily newspaper, let students work in small groups to identify five cities or towns in the United States mentioned prominently in the news on a particular day. Then each group should locate those cities on a wall map and be prepared to explain why each city was in the news. This activity could be modified so that it could become a "six 'o clock television newscast".

Special Note for Fifth Grade Teachers and Curriculum Committees

A brief description of the content and topics for instruction in grade eight is included on page 67 to facilitate articulation and to help teachers and curriculum committees differentiate better between the approachs to American History taken in grades five and eight.

## MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

AMERICA (MY COUNTRY 'TIS OF THEE) 4503
MP 10 MIN UP 1977
USES THE NARRATION OF KAREN JOHNSON AND THE VOICES OF THE MORMON TABERNACLE CHOIR TO EXPLAIN THE HISTORY OF THE SONG "AMERICA".

AMERICA THE BEAUTIFUL 4501
MP 10 MIN UP 1977
MACDONALD CAREY NARRATES A VOCAL AND INSTRUMENTAL INTRODUCTION TO THE SONG "AMERICA THE BEAUTIFUL".

AMERICA 1970 (SND. VOL. 12-01) 1841
MP 15 MIN, IM HEARST 1970
A PICTORIAL PANORAMA OF THE UNITED STATES AND ITS PEOPLE AT THE BEGINNING OF A NEW DECADE.

AMERICA'S LEADERS 2631
TL 12 TL ALREPE 1976
BIOGRAPHICAL SKETCHES OF EACH OF THE U.S. PRESIDENTS.

AMERICAN EXPERIENCE - OUR LIVING TRADITIONS 4427
MP 19 MIN BFA 1975
EXPLORES THE DIVERSITY OF CUSTOMS, TRADITIONS AND CELEBRATIONS OF THE AMERICAN CULTURE. PRESENTS THE CONTRIBUTIONS FROM DIFFERENT ETHNIC GROUPS.

AMERICAN FLAG - THE STORY OF OLD GLORY 5609
MP 14 MIN EBEC 1970
REVIEWS HISTORY OF AMERICAN FLAG BEGINNING WITH THE SPANISH FLAG TO THE PRESENT DAY AMERICAN FLAG.

BEST COPY AVAILABLE

AMERICANS 7322
MP 12 MIN UEVA 1974
GORDON SINCLAIR AND RAYMOND BURR TRACE AMERICA'S GROWTH. SHOWS HOW AMERICA HAS BECOME A NATION WITH A HERITAGE OF HELPING OTHERS.

BATTLE HYMN OF THE REPUBLIC 3016
MP 11 MIN UP 1972
LESLIE GORE DESCRIBES THE BACKGROUND OF THE WRITING OF THE "BATTLE HYMN OF THE REPUBLIC." THE SONG IS PERFORMED IN VARIOUS WAYS WITH THE WORDS SUPERIMPOSED ON THE SCREEN.

BEN AND ME 1952
MP 32 MIN DISNEY 1960
TALE OF AMOS, THE CHURCHMOUSE, WHO BECAME BEN FRANKLIN'S CHEEP ASSISTANT. GIVES A MOUSE'S EYE VIEW OF AMERICAN HISTORY.

CLIMATES OF THE UNITED STATES (REV. ED.) 8032
MP 13 MIN CORF 1978
REVIEWS CLIMATE PRODUCING FACTORS IN EACH OF EIGHT CLIMATIC REGIONS IN THE UNITED STATES. SHOWS EFFECTS OF CLIMATE ON HUMAN AND AGRICULTURAL ACTIVITIES IN EACH REGION.

DISCOVERING AMERICAN FOLK MUSIC 4043
MP 22 MIN BFA 1969
REVIEWS THE TWO MAIN INFLUENCES, AFRICAN AND ENGLISH, ON DEVELOPMENT OF AMERICAN FOLK MUSIC. TRACES HISTORY OF COWBOY SONG "STREETS OF LAREDO".

DISCOVERING AMERICAN INDIAN MUSIC 658
MP 24 MIN BFA 1971
SONGS AND DANCES OF VARIOUS INDIAN TRIBES ARE PERFORMED IN AUTHENTIC COSTUMES, SHOWING THE SOCIAL AND CEREMONIAL FUNCTIONS OF THE MUSIC AND HOW INDIANS LIVE TODAY.

ENDLESS SEARCH (END, VOL 22-1 & 2) 7521
MP 24 MIN, IN HEARST 1979
DOCUMENTS THE WORK AND PHILOSOPHY OF THOMAS EDISON. POINTS OUT THE NEED FOR YOUNG PEOPLE TO CONTINUE HIS SEARCH TO IMPROVE THE QUALITY OF LIFE.

FOLK SONGS IN AMERICAN HISTORY - SET 1 - CIVIL WAR 7670
FK 1 FS, 1 TC, IM SCHLAT 1969
PRESENTS FOLK SONGS OF THE CIVIL WAR ERA, INCLUDING FOLLOW THE DRINKING GOURD, TWO BROTHERS, WAIT FOR THE WAGON, EATING GOOBER PEAS, AND WHEN JOHNNY COMES MARCHING HOME.

FOLK SONGS IN AMERICAN HISTORY - SET 1 - REVOLUTIONARY WAR 7666
FK 1 FS, 1 TC, IM SCHLAT 1969
PRESENTS FOLK MUSIC OF THE AMERICAN REVOLUTION. SONGS PRESENTED - REVOLUTIONARY TEA, JOHNNY IS GONE FOR A SOLDIER, GIRL I LEFT BEHIND ME, RIFLEMEN OF BENNINGTON, AND COUNTRY DANCE.

FOLK SONGS IN AMERICAN HISTORY - SET 1 - THE SOUTH 7669
FK 1 FS, 1 TC, IM SCHLAT 1969
FOLK SONGS RELATED TO LIFE AND CUSTOMS OF THE SOUTH BEFORE THE CIVIL WAR, INCLUDING POOR WAYFARING STRANGER, JOSHUA FIT THE BATTLE OF JERICHO, ALL THE PRETTY LITTLE HORSES, BOLL WEVIL, AND OTHERS.

FOLK SONGS IN AMERICAN HISTORY - SET 1 - WORKERS OF AMERICA 7667
FK 1 FS, 1 TC, IM SCHLAT 1969
MUSIC TYPICAL OF VARIOUS AMERICAN OCCUPATIONS FROM 1700 THROUGH 1864. INCLUDES BLOW YE WINDS, DRILL YE TARRIERS, I RIDE AN OLD PAINT, ERIE CANAL, OLD SETTLER SONG.

FOLK SONGS IN AMERICAN HISTORY - SET 2 - RECONSTRUCTION AND THE WEST 7673
FK 1 FS, 1 TC, IM SCHLAT 1969
PRESENTS AND DISCUSSES SONGS WHICH TELL ABOUT LINCOLN'S ASSASSINATION, NEGROES' RIGHTS, EXPANSION OF THE WEST, EFFECTS OF THE RAILROAD, AND THE HOMESTEAD ACT.

FOLK SONGS IN AMERICAN HISTORY - SET 2 - THE POSTWAR YEARS 7676
FK 1 FS, 1 TC, IM SCHLAT 1969
SONGS BASED ON LIFE AND TIMES FOLLOWING WORLD WAR II. INCLUDING KEEP YOUR HAND ON THAT PLOUGH, WHERE HAVE ALL THE FLOWERS GONE, WE SHALL OVERCOME, BLOWIN' IN THE WIND, AND OTHERS.

FOLK SONGS IN AMERICAN HISTORY - SET 2 - WORLD WAR I 7675
FK 1 FS, 1 TC, IM SCHLAT 1969
SONGS BASED ON EVENTS OF EARLY 20TH CENTURY. SONGS INCLUDE TITANIC, OH HOW I HATE TO GET UP IN THE MORNING, OVER THERE, I'VE GOT SIXPENCE, AND THE POEM FLANDERS FIELD.

FOLK SONGS IN AMERICAN HISTORY - SET 2 - WORLD WAR II 7671
FK 1FS, 1TC, IM SCHLAT 1969
PRESENTS SONGS BASED ON EVENTS OF WW II, INCLUDING SINKING OF THE REUBEN JAMES, CRUEL WAR, WAKE ISLAND, GEE BUT I WANT TO GO HOME, THE ENGINEERS.

FOLK SONGS IN AMERICAN HISTORY - SET 2 - 1920'S AND THE DEPRESSION 7672
FK 1 FS, 1 TC, IM SCHLAT 1969
SONGS BASED ON THE EVENTS OF THE TWENTIES AND THIRTIES, INCLUDING IF HE'S GOOD ENOUGH FOR LINDY, TIMES ARE GETTIN' HARD, CACTUS JACK AND FDR, PASTURES OF PLENTY, THIS LAND IS YOUR LAND.

FOLK SONGS IN AMERICAN HISTORY-SET 2-IMMIGRATION & INDUSTRIALIZATION 7674
FK 1 FS, 1 TC, IM SCHLAT 1969
FOLK SONGS RELATED TO DEVELOPMENTS AROUND THE TURN OF THE CENTURY, INCLUDING WHEN I FIRST CAME TO THIS LAND, NO IRISH NEED APPLY, DARK AS A DUNGEON, JOHN HENRY, AND CASEY JONES.

INDIANS - THE FIRST AMERICANS 3953
SP 47 SP 2 IM SCHNAG 1975
A PORTFOLIO OF PHOTOGRAPHS, ORIGINAL SOURCE DRAWINGS, AND MUSEUM ARTIFACTS DEPICTING THE IMPACT OF INDIAN AND WHITE CULTURE CONFLICT IN AMERICAN HISTORY.

LEGEND OF JOHN HENRY 2621
MP 11 MIN BOSUST 1974
ROBERTA FLACK SINGS JAZZ ARRANGEMENT OF THE BALLAD OF JOHN HENRY, THE STEEL DRIVER WHO GAVE EVERYTHING TO PROVE HIS SELF WORTH AGAINST OVERWHELMING ODDS.

LEGEND OF PAUL BUNYAN 3428
MP 14 MIN PFP 1973
THE TALL TALES ABOUT PAUL BUNYAN ARE TOLD TO PROMOTE DISCUSSION ABOUT AMERICA'S FOLK HERITAGE AND LITERARY TRADITION. ANIMATION.

LEGEND OF THE BOY AND THE EAGLE 5586
MP 21 MIN DISNEY 1976
OUT OF COMPASSION, A HOPI INDIAN BOY FREES THE TRIBE'S SACRED EAGLE, AND IS SEVERELY PUNISHED. SUBSEQUENTLY, THE EAGLE BEFRIENDS THE BOY AND THE TRIBE.

LINCOLN AND WASHINGTON - WHY WE CELEBRATE THEIR BIRTHDAYS 2997
FK 2 FS 1 TC SVE 1973
SHOWS LIFE AND TIMES OF BOTH PRESIDENTS.

MARIA OF THE PUEBLOS 2173
MP 15 MIN CENTEF 1971
MARIA MARTINEZ, PUEBLO INDIAN ARTIST, SHOWS THE STEPS USED IN CREATING HER POTTERY. TELLS HOW SHE HAS HELPED THE PEOPLE OF HER IMPOVERISHED VILLAGE & SHOWS THE EFFECT SHE HAS HAD ON INDIAN ART.

MUSIC TO LEARN ABOUT PEOPLE 3003
MP 11 MIN AIMS 1970
PRESENTS SIX CHILDREN IN THE CLASS WHO ARE HAVING BIRTHDAYS. SHOWS THEIR DIFFERENT ETHNIC ORIGINS, AND HOW THEIR CUSTOMS, TRADITIONS, AND MUSIC BECOME A FOCAL POINT OF STUDY AND CREATIVITY.

NORTH AMERICAN INDIAN LEGENDS 2178
MP 21 MIN BFA 1973
DISCUSSES TRIBAL TRADITIONS AND VALUES OF NORTH AMERICAN INDIANS. PRESENTS LEGENDS OF INDIANS FROM THREE GEOGRAPHICAL REGIONS OF NORTH AMERICA.

PATRIOTIC MUSIC - ITS INFLUENCE ON U.S. HISTORY - 1775-1900 3470
MP 21 MIN DANA 1974
RELATES THE STORY BEHIND SEVEN POPULAR PATRIOTIC ANTHEMS AND HOW THEY AFFECTED THE HISTORY OF THE UNITED STATES.

PIONEER LIVING - PREPARING FOODS 2600
MP 11 MIN CORF 1970
SHOWS PIONEER FOOD PREPARATION FOR THE WINTER, INCLUDING SMOKING MEAT, PRESERVING APPLES, CHURNING BUTTER, MAKING MAPLE SUGAR, AND BAKING BREAD.

STAR SPANGLED BANNER (LCOA) 3728
MP 2 MIN LCOA 1975
PRESENTS HAND RENDITION OF THE NATIONAL ANTHEM AGAINST VISUAL SETTINGS OF THE NATURAL SCENIC BEAUTY OF THE UNITED STATES.

WASHINGTON - DAY ONE (END 23-6) 8112
MP 14 MIN, IN HEARST 1981
THE ORDERLY TRANSITION OF U.S. PRESIDENTIAL SUCCESSION IS EXEMPLIFIED IN THE DEPICTION OF CELEBRATION AND CEREMONIAL EVENTS ON PRESIDENT REAGAN'S INAUGURATION DAY.

WHAT'S COOKING 8061
MP 15 MIN CF 1979
SHOWS HOW FIVE AMERICAN CHILDREN OF VARYING ETHNIC BACKGROUNDS HELP THEIR FAMILIES PREPARE TRADITIONAL MEALS. TELLS HOW EACH CULTURE HAS DIFFERING WAYS OF MEETING NUTRITIONAL NEEDS.

BEST COPY AVAILABLE

## K-12 SCOPE AND SEQUENCE

### An Overview of Content in Grades 7-8

Content in grades 7 and 8 focuses on helping students understand how the world and the nation in which they live came to be as they now are.

| Grade Level | Major Focus |
|---|---|
| **GRADE 7:** | |
| The Changing World | Extending students' understanding of geography. Providing them with a broad, chronological overview of the major epochs in history of humankind. Emphasis on important ideas, inventions, institutions and movements of people and great civilizations. Attention to both Western and non-Western worlds. |
| **GRADE 8** | |
| The American Experience | Learning about significant events, major happenings, critical turning points in the American experience that have generated emotions, ideals, institutions, and values. Becoming more knowledgeable about the contributions men and women have made to the political, economic, social and aesthetic demensions of American life. |

## *HISTORY-SOCIAL SCIENCE IN GRADE SEVEN*

| From: | *FOCUS IN:* | To: |
|---|---|---|
| Grade Six Focus: Our World, Its Diverse Peoples and Their Societies | GRADE SEVEN<br>The Changing World | Grade 8 Focus: The American Experience |

**GRADE SEVEN** - The Changing World

*The curriculum in grade seven is intended to extend students' understanding of geography and to provide them with a broad chronological overview of the major epochs in the history of humankind. Important ideas, inventions, institutions, movements of people, and great civilizations should be emphasized. Attention should be focused on both the Western and non-Western worlds.*

*During the course of their study, students will have many opportunities to widen their acquaintance with and deepen their appreciation for the humanities. Music, painting, sculpture, architecture, archeology, law, philosophy and ethics can be incorporated in a course of study designed for this grade level. The study of literature in its various forms from folklore to biography to drama also can be encompassed. So, too, can be the history of science and technology be included.*

TOPICS OF INSTRUCTION:

1. Our world, its diverse peoples, and their societies. (Note: a brief review of the major them or focus of instruction in grade six).

2. Knowledge about the geography of the world and how it has changed over the centuries.

3. The transition from prehistoric to historic times.

4. Selected case studies of great civilizations in the Western and non-Western worlds.

5. When peoples meet: conflict, controversies, cooperation and cultural change.

6. Men and women who have made significant contributions to the social, political, economic, intellectual, and cultural life of the world or to its ethical thought.

7. Great ideas and inventions that have transcended time and place: their origins, functions and importance.

8. Facing change in the world today and tomorrow.

## *HISTORY-SOCIAL SCIENCE IN GRADE EIGHT*

| From: | *FOCUS IN:* GRADE EIGHT | To: |
|---|---|---|
| Grade Seven Focus: The Changing World | The American Experience | Grade 9 Focus: Citizens and Civics or World Cultures |

GRADE EIGHT - The American Experience

*During the course of this study, students should develop a better, deeper understanding of how the unique present in which they live came to be. To do that, students need to learn about those significant events, major happenings, and critical turning points in the American experience that have generated emotions, ideals, institutions, and values. They should become acquainted with peoples who lived during those critical times and get a sense of their feelings, values and motivations. Students should also become more knowledgeable about the contributions which men and women have made to the political, economic, social, and aesthetic dimensions of American life.*

TOPICS OF INSTRUCTION:

1. The changing world. (Note: a brief review of the major theme or focus of instruction in grade seven.)
2. Old World/New World: continuity and change.
3. The Colonial experience viewed from a variety of perspectives.
4. Founding a new nation: ideas, events, persons, values, and basic documents.
5. Critical episodes, major happenings and great turning points in the American experience from the days of the early Republic to the present time.
6. Contributions of men, women, and groups to the political, economic, social, and cultural development of the United States.
7. The unique present viewed in light of its historical antecedents.

APPENDIX A

*Education Code Requirements Affecting History and Social Science Instruction*

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213 Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

**APPENDIX B**

## *Education Code Sections Requiring the Observance of Special Events*

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

### *Lincoln's and Washington's Birthday Exercises*

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

### *Anniversary of Adoption of Constitution*

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

### *Conservation, Bird and Arbor Day*

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

### *Susan B. Anthony Day*

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

*Black American Day*

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

*Dr. Martin Luther King, Jr. Day*

37227.5. All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

*ACKNOWLEDGEMENTS*

Appreciation is expressed to those whose names are listed below for their contributions and suggestions for this Curriculum Guide.

Alexander, Patricia - Principal, Buena Vista School District
Allmon, Nancy - Third Grade Teacher, Panama Union School District
Antongiovanni, Mindy - Third Grade Teacher, Rosedale Union School District
Betten, Bill - First/Second Grade Teacher, Delano Union School District
Blackledge, Judy - First Grade Teacher, Rosedale Union School District
Cole, Dr. Herbert M. - District Superintendent, Bakersfield City School District
Crossley, Helen - Principal, Sierra Sands Unified School District
De La Garza, Susie - Second Grade Teacher, Delano Unified School District
Dermody, Doris - Fourth Grade Teacher, Fruitvale School District
Dery, Anna - First Grade Teacher, Rosedale Union School District
Dietrich, Ruth - Library/Textbook Technician, Sierra Sands Unified School District
Freeman, E.D. - Area Administrator, Bakersfield City School District
Garcia, Eva - Fourth Grade Teacher, Delano Union School District
Gordean, John - Seventh/Eighth Grade Teacher, Mojave Unified School District
Grant, Earl - Seventh Grade Teacher, Bakersfield City School District
Hand, Carol - First Grade Teacher, Kernville Union School District
Heard, Cora - Kindergarten Teacher, Beardsley School District
Heflin, John - Sixth Grade Teacher, Sierra Sands Unified School District
Hefner, John - Principal, Fruitvale School District
Heinz, Kathleen - Fourth Grade Teacher, Delano Union School District
Henry, Carole - Seventh/Eighth Grade Teacher, Bakersfield City School District
Herder, Richard - Seventh/Eighth Grade Teacher, Bakersfield City School District
Holochwost, Larry - Principal, Kernville Union School District
Kellenberger, Harriett - Kindergarten Teacher, Norris School District
Knutson, Barbara - Fourth Grade Teacher, Delano Union School District
Kolb, Esther - Fifth Grade Teacher, Delano Union School District
LaGore, John - Seventh/Eighth Grade Teacher, Bakersfield City School District
Martinez, Jose - Seventh/Eighth Grade Teacher, Delano Union School District
Miller, Charlene - Fifth/Sixth Grade Teacher, Greenfield Union School District
Norris, Opal - Sixth Grade Teacher, Kernville Union School District
Palmer, Lloyd - Eighth Grade Teacher, Bakersfield City School District
Panucci, Dr. Mary R. - Assistant Superintendent, Administrative Services
Business Manager, Sierra Sands Unified School District
Parsons, Meilani - Seventh/Eighth Grade Teacher, Delano Union School District
Pedersen, Eleanor - Fourth Grade Teacher, Greenfield Union School District
Phillips, Darlene - Primary Teacher, Fruitvale School District
Pickett, Jo Ann - First Grade Teacher, Rosedale Union School District
Pierucci, Richard - Principal, Norris School District
Reynolds, Susan - Kindergarten-Fourth Grade Teacher, Buena Vista School District
Rodgers, Darrel - High School Teacher, Sierra Sands Unified School District
Ross, JoAnn - First/Second Grade Teacher, Semitropic School District
Rozum, Sue - Resource Teacher, Delano Union School District
Stevenson, Mary - Fourth/Fifth Grade Teacher, Kernville Union School District

Watts, Albert - Opportunity Program, Delano Union School District
Webb, Carol - Primary Teacher, Rosedale Union School District
Welch, Carroll - Sixth Grade Teacher, Delano Union School District
Whealy, Perry - Seventh Grade Teacher, Bakersfield City School District
Woessner, Mike - District Superintendent, Semitropic School District
Woolsey, Milton - Assistant Superintendent, Instruction, Delano Union School District
Wren, Loran - Seventh/Eighth Grade Teacher, Delano Union School District
Zimmerman, Richard - Fifth Grade Teacher, Kernville Union School District

Branson, Dr. Margaret S. - Chair, History/Social Science Consultant, Kern County Superintendent of Schools Office; Fall, 1982